



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

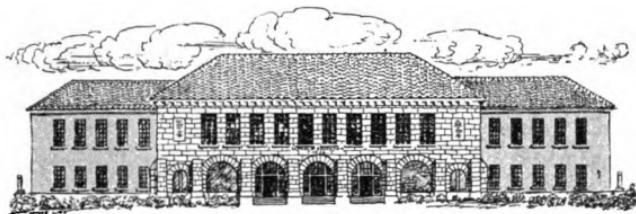
Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Stanford University Libraries



3 6105 007 895 712

A M E R I C A N
INSTITUTE OF INSTRUCTION
1899



SCHOOL OF EDUCATION
LIBRARY

EDUCATION
BOOK PURCHASE
FUND



STANFORD UNIVERSITY
LIBRARIES

SIXTY-NINTH
ANNUAL MEETING
OF THE
AMERICAN INSTITUTE OF INSTRUCTION

PROCEEDINGS, CONSTITUTION, LIST OF
ACTIVE MEMBERS, AND ABSTRACTS
OF ADDRESSES.

PUBLISHED BY ORDER OF THE
BOARD OF DIRECTORS.

BOSTON:
AMERICAN INSTITUTE OF INSTRUCTION.
1899. 2
Macat-

COPYRIGHT, 1899.
BY EDWIN H. WHITEHILL,
Secretary
OF THE AMERICAN INSTITUTE OF INSTRUCTION.

PRINTED BY E. W. WHEELER,
CAMBRIDGE, MASS.

CONTENTS.

JOURNAL OF PROCEEDINGS	5-23
LIST OF HONORARY AND ACTIVE MEMBERS	24
CONSTITUTION	36
ABSTRACTS OF ADDRESSES	41-94
Address of Welcome	41
Sunday Schools and Training Classes	43
The School as an Ethical Instrument	44
Some Every-day Problems of the Elementary Schools	48
How can we Make the Present Methods of Teaching Patriotism more Valuable?	49
The Teacher's Problem	51
The Educational Problems to be Solved by Bookmen	56
Evolution and Realization of Human Ideals	62
The Adequacy of the Public School Training for Business Life	65
The Relation of Earning Power and Wealth Production to Intelligence	70
The Function of the Woman's Club in Public Education	80
Higher Education and American Life	83
One Phase of Moral Evolution	86
How to Enjoy Pictures	87
Art and Manual Training in Education	90

90038
C

American Institute of Instruction.

SIXTY-NINTH ANNUAL MEETING,

BAR HARBOR, MAINE,

JULY 6, 7, 8, 9, 10, 1899.

JOURNAL OF PROCEEDINGS.

FIRST DAY — THURSDAY, JULY 6.

EVENING SESSION.

The 69th annual meeting of the American Institute of Instruction was called to order at 8.40 p. m. by Pres. O. B. Bruce, an audience of about four hundred being present.

After brief introductory remarks by the president, the Temple Quartette sang "Comrades in Arms" and "Nellie Grey."

The president then introduced Hon. W. W. Stetson, who welcomed the Association on behalf of the State of Maine and of the teachers of Maine.

Mr. Stetson was followed by Mr. John E. Bunker, Jr., of Bar Harbor, who extended a most hearty and cordial welcome to the members of the Institute.

Pres. Bruce responded briefly to these addresses, and the audience was then entertained by the Temple Quartette, who sang "A Yachting Glee" and "A Man of Thessaly."

The meeting adjourned at 9.40.

SECOND DAY — FRIDAY, JULY 7.

MORNING SESSION.

The meeting was called to order at 9 A. M., and opened with devotional exercises, led by Rev. A. H. Hanscom.

President Bruce gave a few brief notices and the Temple Quartette sang "The Lord's Prayer" and "Guards' March."

The first address was given by Miss Bertha F. Vella, Vice-president of the International Primary Union of Sunday School Teachers, on "Public School Extension." Miss Vella gave many interesting facts as to the establishment of Sunday Schools and training classes, and showed how the work of the public day schools is influencing this work.

Miss Vella was followed by Mr. Ray Greene Huling, Sc.D., Head Master of the English High School, Cam-

bridge, who delivered a scholarly address on "The School as an Ethical Instrument."

After a brief intermission the Temple Quartette sang "Autumn Sunset" and "Now to the Dance."

Miss Elizabeth Hall, Principal of the Training Department of the Normal School at Randolph, Vermont, presented "Some Every-day Problems of the Elementary Schools," taking the teacher's point of view, and making many practical suggestions.

The following committees were appointed by the president:

On Nominations.

N. J. Whitehill of Vermont.

Mary S. Snow of Maine.

A. B. Morrill of Massachusetts.

John M. Nye of Rhode Island.

G. A. Stuart of Connecticut.

On Resolutions.

John T. Prince of Massachusetts.

Edward Conant of Vermont.

Mary C. Robinson of Maine.

Gordon A. Southworth of Massachusetts.

A. H. Campbell of New Hampshire.

Sarah Dyer Barnes of Rhode Island.

The meeting was adjourned at 11.40.

EVENING SESSION.

The evening session was called to order at 8.05 by President Bruce, and the Temple Quartette sang "The Merry Drum" and "Blue Bells."

Miss Sarah E. Hunt, Regent of the Massachusetts Society of the Daughters of the Revolution, gave many interesting and valuable suggestions in answer to the question, "How can we make the present methods of teaching patriotism more valuable?"

Following this the Quartette sang "The Long Day Closes" and "The Mulligan Musketeers."

Prof. John M. Tyler of Amherst College delivered an address on "The Teacher's Problem," which had formed the closing lecture of the course given in Boston under the auspices of the Twentieth Century Club.

The meeting adjourned at 9.55.

THIRD DAY—SATURDAY, JULY 8.

MORNING SESSION.

Rev. A. H. Hanscom led the devotional exercises of this session, the Temple Quartette singing "In Heavenly Love Abiding," and "The Woodland Roses."

After giving some notices, President Bruce introduced as the first speaker Mr. H. I. Smith, President of the New England School-Book Men, who presented in an

interesting manner some of "The Educational Problems to be Solved by Bookmen."

President Bruce announced that Miss Anna E. Logan of Cincinnati was unable to be present and that President Harris of Amherst College had kindly consented to read an abstract from a series of lectures given before the Twentieth Century Club in Boston, on the "Evolution and Realization of Human Ideals."

After singing by the Quartette, Mr. James P. Munroe of Boston presented a business man's view of "The Adequacy of the Public School Training for Business and Industrial Life."

President Bruce announced the appointment of two additional members to the Finance Committee,— Hon. W. W. Stetson of Maine and Mr. Lincoln Owen of Boston.

Adjourned at 11.40.

EVENING SESSION.

The meeting was called to order at 8.10.

The Temple Quartette sang "Hark, the Trumpet" and "Doan' You Cry, Ma Honey."

Hon. Horace G. Wadlin, chief of the Massachusetts Bureau of Statistics of Labor, set forth very concisely "The Relation of Earning Power and Wealth Production to Intelligence."

After singing by the Quartette, Mrs. Florence Collins Porter, President of the Maine Federation of Women's Clubs, in an address on "The Function of the Woman's

Club in Public Education," showed conclusively that the clubs are a decided power for good in the schools.

Adjourned at 9.40.

FOURTH DAY.—SUNDAY, JULY 9.

The members of the Institute were invited by the pastor, Rev. Charles E. Jones, to attend the morning service at the Methodist Episcopal Church, where Rev. Nathaniel Butler, D. D., President of Colby University, spoke on "Higher Education and American Life."

Rev. Richard Owen, pastor of the Congregational Church, invited the Institute to attend the afternoon service and listen to an address by Mr. Henry Chase, Agent of the New England Watch and Ward Society on "One Phase of Moral Evolution."

In the evening the Rt. Rev. William Lawrence, Bishop of Massachusetts, delivered an interesting and valuable address on "Abnormal means to attain Normal Ends," at the St. Savior P. E. Church. The members of the Institute were present at the invitation of the pastor, Rev. C. S. Leffingwell.

FIFTH DAY—MONDAY, JULY 10.

MORNING SESSION.

At 9.10 the meeting was called to order and Rev. Richard Owen of Bar Harbor conducted the devotional exercises.

The Temple Quartette sang "Lead Kindly Light" and "Sleep, Kentucky Babe."

Miss Mabel Emery, the author of "How to Enjoy Pictures," gave an interesting talk on "The Study of Pictures."

President Bruce then introduced President Charles W. Eliot of Harvard University. President Eliot's address on "Recent Changes in the Ideals of Education up to Eighteen" received the closest attention.

The Quartette sang "On the Sea," "Breezes of the Night" and "Absence."

Prof. J. Liberty Tadd of Philadelphia then delivered an address on "Art and Manual Training in Education.

Among the noted visitors present were President Hyde of Bowdoin, President Butler of Colby, President Harris of Amherst, President Eliot of Harvard, and Gen. John Eaton, Ex.-U. S. Commissioner of Education, and recently Commissioner to Porto Rico.

The remainder of the morning session was taken up with the annual business meeting. For the committee on Active Membership, Hon. Mason S. Stone of Vermont reported the following list of new members, which was adopted.

PERSONS ELECTED TO ACTIVE MEMBERSHIP IN THE
AMERICAN INSTITUTE OF INSTRUCTION, BAR
HARBOR, MAINE, JULY 10, 1899.

MAINE.

Mary C. Robinson, Bangor.
Helen J. Reynolds, Lubec.
Maggie M. Bigelow, Easton.
Marian P. Stevens, Bucksport.
I. C. Phillips, Lewiston.
H. H. Bryant, Waterville.
Miss G. L. Stone, Gorham.
Helen C. Beedy, Farmington.
Alice D. Libby, Greene.
Sidney F. Fuller, Kennebunk.
Ivory F. Frisbee, Lewiston.
Gertrude T. Stevens, Houlton.
H. C. Bradford, Lewiston.
H. A. Moore, Ellsworth.
Kate B. Mead, Bridgton.
Mabel T. Jordan, Lewiston.
Alice I. Evans, Portland.
Mabel L. Seller, Bangor.
Grace H. Smith, Bangor.
Myrtie Mitchell, Belfast.
William H. Winslow, Bath.
F. L. Bradley, Charleston.
Alice E. Webster, Verona.

Nancy P. Nichols, Bucksport.
Florence A. Colby, Mt. Desert Ferry.
W. E. Russell, Gorham.
Miss M. G. Fickett, Gorham.
Cathleen L. Buckley, Bucksport.
Miss N. F. Keene, Bucksport.
Nettie M. Swazey, Bucksport.
Clara Barnes, Houlton.
Margie C. Marr, Cornish.
L. Ada Worcester, Sprague's Mills.
Blanche L. Mills, Bridgton Highlands.
George H. Coffin, Harrington.
Nellie L. Cloudman, Gorham.
Anna Mae Skinner, Bangor.
Eleanor J. Rich, Bangor.
Esther A. Wilson, Bangor.

NEW HAMPSHIRE.

Robert M. Brown, 3 Miller St., Portsmouth.
Miss H. L. Huntress, Concord.
Jessie B. Harriman, South St., Concord.
Miss E. E. Derby, Dublin.
Miss E. E. Leighton, Rindge.
Laura B. Silden, 86 West St., Keene.
Charles R. Corning, Pleasant St., Concord.
John Gault, Manchester.
Mrs. Howard A. Smith, 69 Pleasant St., Concord.
Jeanette Moulton, Exeter.
Anna M. Harvey, Newmarket.

VERMONT.

S. Carrie Chase, Morrisville.
Marion Hall, So. Ryegate.
Alice Nowland, St. Johnsbury.
Elizabeth Hall, Randolph Center.
I. W. Sanborn, Lyndonville.

MASSACHUSETTS.

Mrs. George S. Houghton, 157 Webster St., W. Newton.
George S. Houghton, 157 Webster St., W. Newton.
M. A. Stone, Watertown.
Anna C. Rust, 80 West St., Worcester.
Marie W. Laughton, Pierce Bldg., Copley Sq., Boston.
Prof. John M. Tyler, Amherst.
N. H. Atkins, Marblehead.
Annie L. Goodrich, 89 No. Main St., Attleboro.
Nellie D. Hill, 44 Beach St., Revere.
Dr. George J. Ott, Clinton.
B. C. Day, Parental School, W. Roxbury.
Wallace C. Boyden, Normal School, Boston.
Anna P. James, 68 Bellingham St., Chelsea.
Ella L. Burbank, 35 College Ave., Medford.
Moses Merrill, Boston.
N. D. Cram, 219 Columbus Ave., Boston.
John T. Prince, W. Newton.
Charlotte Adams, Brighton.
Adella R. Goodrich, 66 Liberty St., Everett.
Helen Gibson, 27 Winter St., So. Gardner.

F. E. Whittemore, Reading.
Arthur D. Call, Holliston.
Martha L. Rich, Parental School, W. Roxbury.
E. Cate, 16 Ashburton Pl., Boston.
Martha E. Pearson, 118 Ash St., Chelsea.
Mabel Rogers, 352 Washington St., Boston.
George W. Libbey, 73 Tremont St., Boston.
Amasa Walker, 112 Boylston St., Boston.
Mary E. Dearborn, Quincy.
Mrs. M. M. Cushing, 10 Prospect St., Fitchburg.
Mrs. H. C. Hartwell, 156 Blossom St., Fitchburg.
Mary L. Garfield, 8 Grove St., Fitchburg.
Arthur D. Webber, Harvard School, Cambridge,
W. H. H. Bryant, 13 Tremont Pl., Boston.
Mrs. D. E. Chapman, 622 Tremont St., Boston.
E. Hartmann, 14 Beacon St., Boston.
A. G. Baker, 499 Main St., Springfield.
J. M. Nowland, Quincy.
Ella M. Cushing, 10 Prospect St., Fitchburg.
Adelaide McIntire, Pritchard St., Fitchburg.
Walter B. Newton, 169 Main St., Andover.
Sarah M. Averill, Worcester.

RHODE ISLAND.

A. H. Kingsley, 17 Forest St., Providence.
Orra A. Angell, Greenville.
Mrs. A. H. Manchester, 189 Clifford St., Providence.
Pearl Edna Smith, Greenville.

CONNECTICUT.

F. A. Verplanck, So. Manchester.
Miss C. A. Stevens, 14 Grove St., Norwich.
Martin Weard, New Britain.
Sarah T. Palmer, Training School, So. Manchester.
Miss F. E. Fellows, 55 Otis St., Norwich.

Cora E. Moore, Leonia Ave., Leonia, N. J.
Mrs. Lydia A. Bennett, Leonia Ave., Leonia, N. J.
Charles H. Soule, 142 5th Ave., New York.
Helen A. Stein, New York.

The Committee on Legislation reported progress, and the report was accepted.

The Committee on Necrology asked leave to report later in print, and the request was granted.

The Committee on Resolutions presented the following :—

Resolved, that the thanks of the American Institute of Instruction be extended:

1st, to the officers for the faithful and efficient manner in which they have performed their duties in arranging and carrying out a program of unusual excellence.

2d, to the speakers for the generous and most acceptable service which they have rendered.

3d, to the local committee representing the citizens of Bar Harbor for the painstaking arrangements made for our convenience and comfort.

4th, and to the railroad, steamboat and hotel officials for the substantial reduction from regular rates made for our members.

Resolved, that we view with favor the successful efforts in some towns and cities.

1st, to enrich by extension and amendment the courses of study,

2d, to reduce the number of pupils to a teacher.

3d, to establish special schools for incorrigibles and special classes for backward children.

4th, to provide for the conveyance of children in rural districts to central schools.

6th, to form voluntary associations for the maintenance of a retirement fund for teachers.

Resolved, that a committee of one for each of the New England States be appointed by the chair as a representative of this association to urge upon the legislature the features of legislation mentioned in these resolutions.

Resolved, that we urge the passage of laws by which the following ends shall be secured :

1st, compulsory attendance in school during the entire school year of children between the ages of eight and fourteen and the sure conviction and proper care of truants,

2d, an equalization of conditions by which with a good degree of local effort rural towns may receive such assistances from the State as will enable them to secure good teachers and provide good buildings and equipment.

3d, the requirement of a minimum qualification of teachers by which good character, high scholarship and

professional ability will be the assumed characteristics of all the teachers in all towns of the State.

4th, compulsory professional supervision, either by municipalities singly, or by districts composed of two or more towns.

Resolved, That the educational policy of our new possessions be shaped, their educational affairs be administered by recognized educators;

That the scholars be kept alienated from all sectarian interference and control;

That the principles of a free and democratic education be observed:

That the English language be introduced and become the common language of the schools in the most expeditious but frictionless manner possible and that all funds appropriated and distributed by government for school instruction shall be given only to those schools which are free and public, in which the English language is taught and used, and which are absolutely under the control of the government;

That appropriations for education be in proportion to the importance and value of the subject as compared with all other interests.

This report was adopted.

General John Eaton thanked the Institute for the resolutions relating to education in our new possessions. At the close of his remarks the audience, at the suggestion of the President, rose as a mark of respect to General Eaton.

The report of the Treasurer for the meeting of 1898,

showing a balance on hand July 1, 1899, of \$3062.24, was read.

This report, having been audited and approved by the Finance Committee, was accepted and placed on file.

A resolution of thanks to Mr. John E. Bunker, Jr., of Bar Harbor was read and accepted. The thanks of the Institute were also extended to Miss Mary S. Snow of Bangor for her valuable assistance in preparing for the meeting.

The report of the Committee on Nominations was presented and by unanimous consent the secretary cast a ballot for the officers named in the report and the president declared the following persons elected.

President.

Hon. Mason S. Stone, Montpelier, Vt.

Vice-Presidents.

MAINE.

W. J. Corthell, Gorham.

Adelaide V. Finch, Lewiston.

Mary S. Snow, Bangor.

W. E. Russell, Gorham.

W. H. Winslow, Bath.

NEW HAMPSHIRE.

A. H. Campbell, Plymouth.

William N. Cragin, Rochester.

William H. Cummings, Meriden.
Channing Folsom, Dover.
T. W. Harris, Keene.
Lemuel S. Hastings, Nashua.

VERMONT.

G. A. Andrews, Derby.
Edward Conant, Randolph.
W. E. Ranger, Johnson.
N. J. Whitehill, Montpelier.
Elizabeth Hall, South Ryegate.

MASSACHUSETTS.

George I. Aldrich, Newtonville.
Sarah L. Arnold, Boston.
Thomas M. Balliet, Springfield.
Thomas H. Barnes, South Boston.
Herbert H. Bates, Cambridge.
Walter P. Beckwith, Salem.
A. G. Boyden, Bridgewater.
William F. Bradbury, Cambridge.
Francis Cogswell, Cambridge.
M. Grant Daniell, Boston.
Arthur L. Doe, Somerville.
S. T. Dutton, Brookline.
Joseph G. Edgerly, Fitchburg.
Gertrude Edmund, Lowell.
S. I. Graves, Springfield.
Charles P. Hall, Shelburne Falls.
J. C. Simpson, Boston.

H. C. Hardon, South Boston.
William E. Hatch, New Bedford.
Charles E. Hussey, Wakefield.
Joseph Jackson, Worcester.
Chas. F. King, Boston.
H. W. Lull, Quincy.
Luella Fay Maynard, Springfield.
Robert C. Metcalf, Boston.
Chas. H. Morss, Medford.
William A. Mowry, Hyde Park.
A. Eugene Nolen, Fitchburg.
Lincoln Owen, Boston.
Eugene D. Russell, Lynn.
Gordon A. Southworth, Somerville.
Preston W. Search, Holyoke.
Edwin P. Seaver, Boston.
John Tetlow, Boston.
Edwin S. Thayer, Fall River.
John G. Thompson, Fitchburg.
James W. Webster, Malden.
Henry Whittemore, Framingham.

RHODE ISLAND.

Benjamin Baker, Newport.
George E. Church, Providence.
E. Harrison Howard, Providence.
David W. Hoyt, Providence.
Walter B. Jacobs, Providence.
Nathan G. Kingsley, Providence.

Horatio B. Knox, Providence.
Lewis H. Meader, Providence.
Joseph E. Mowry, Providence.
John M. Nye, Phenix.
William T. Peck, Providence.
Frank A. Spratt, Olneyville.
Horace S. Tarbell, Providence.
George F. Weston, Providence.
Sarah Dyer Barnes, Providence.

CONNECTICUT.

Henry Barnard, Hartford.
George A. Cadwell, Taftville.
David N. Camp, New Britain.
Charles W. Deane, Bridgeport.
Bertha M. McConkey, So. Manchester.
G. A. Stuart, New Britain.
Sarah J. Walter, Willimantic.
Wilbur F. Gordy, Hartford.

Secretary.

Edwin H. Whitehill, Bridgewater, Mass.

Treasurer.

Alvin F. Pease, Malden, Mass.

Assistant Secretary.

Etta Austin Blaisdell, Brockton, Mass.

Assistant Treasurer.

Nathan L. Bishop, Norwich, Conn.

Counsellors.

James S. Barrell, Cambridgeport, Mass.
Orsamus B. Bruce, Lynn, Mass.
Fred Gowing, Providence, R. I.
Frank A. Hill, Cambridge, Mass.
Charles D. Hine, Hartford, Conn.
Ray Greene Huling, Cambridge, Mass.
George H. Martin, Lynn, Mass.
Charles W. Parmenter, Cambridge, Mass.
W. W. Stetson, Auburn, Me.
Thomas B. Stockwell, Providence, R. I.
George A. Walton, West Newton, Mass.
A. E. Winship, Boston, Mass.

The meeting adjourned at 12.30.

ETTA AUSTIN BLAISDELL,
Assistant Secretary.

HONORARY MEMBERS
OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

Barnard, Hon. Henry, Hartford, Conn.
Camp, David N., New Britain, Conn.
Smith, Elbridge, Dorchester, Mass.
Stone, Admiral P., Springfield, Mass.

ACTIVE MEMBERS
OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

Abbott, Blanche N., Laconia, N. H.
Adams, Charlotte, Brighton, Mass.
Aldrich, George I., Newtonville, Mass.
Alexander, Frank W., Georgetown, Mass.
Andrews, G. A., Derby, Vt.
Angell, Vera A., Greenville, R. I.
Arnold, Sarah L., Boston, Mass.
Atkins, N. H., Marblehead, Mass.

Averill, Sarah M., Worcester, Mass.
Badger, A. Anderson, Walpole, Mass.
Baker, A. G., 499 Main St., Springfield, Mass.
Baker, Benjamin, Newport, R. I.
Baldwin, William A., Hyannis, Mass.
Balliet, Thomas M., Springfield, Mass.
Barnes, Clara, Houlton, Me.
Barnes, Jane E., 117 Bassett St., New Britain, Conn.
Barnes, Sarah Dyer, Providence, R. I.
Barnes, Thomas H., South Boston, Mass.
Barrell, James S., Cambridgeport, Mass.
Barry, M. Josephine, 69 High St., Northampton,
Mass.
Bartley, Joseph Dana, 4 Cogswell Ave., Bradford,
Mass.
Barton, Annie J., Westwood, Mass.
Bates, Herbert H., Cambridge, Mass.
Beckwith, Walter P., Salem, Mass.
Beedy, Helen C., Farmington, Me.
Bennett, Mrs. Lydia A., Leonia, N. J.
Bigelow, Maggie M., Easton, Me.
Bird, Bertha J., Belfast, Me.
Birge, Edward B., 24 Perkins St., New Haven, Conn.
Bishop, Nathan L., Norwich, Conn.
Blaisdell, Etta Austin, Brockton, Mass.
Blakeslee, Frank D., East Greenwich, R. I.
Boyden, A. G., Bridgewater, Mass.
Boyden, Wallace C., Normal School, Boston, Mass.
Bradbury, William F., Cambridge, Mass.
Bradford, H. C., Lewiston, Me.

Bradley, F. L., Charleston, Me.
Brown, David H., West Medford, Mass.
Brown, Robert M., 3 Miller St., Portsmouth, N. H.
Bruce, O. B., Lynn, Mass.
Bruce, Mrs. O. B., 33 Harwood St., Lynn, Mass.
Bryant, H. H., Waterville, Me.
Bryant, W. H. H., 13 Tremont St., Boston.
Buckley, Cathleen L., Bucksport, Me.
Bunker, Alfred, Boston, Mass.
Burbank, Ella L., 35 College Ave., Medford, Mass.
Burgess, Alice E., East Orange, N. J.
Call, Arthur D., Holliston, Mass.
Campbell, A. H., Plymouth, N. H.
Campbell, Dudley E., Newport, R. I.
Case, Elmer, 24 Chase St., Lynn, Mass.
Cate, E., 16 Ashburton Pl., Boston.
Champney, Abby A., Whitman, Mass.
Chapin, Charles S., Westfield, Mass.
Chapman, Mrs. D. W., 622 Tremont St., Boston,
Mass.
Chase, Albro E., Portland, Me.
Chase, George C., Lewiston, Me.
Chase, S. Carrie, Morrisville, Vt.
Childs, Harold C., Swampscott, Mass.
Church, George E., Providence, R. I.
Chute, Ethel S., Leominster, Mass.
Clark, W. A., Jr., Boston, Mass.
Cloudman, Nellie L., Gorham, Me.
Coffin, Geo. H., Harrington, Me.
Cogswell, Francis, Cambridge, Mass.

Colburn, Annie, Ellis, Mass.
Colby, Florence A., Mt. Desert Ferry, Me.
Conant, Edward, Randolph, Vt.
Cook, F. H., Leominster, Mass.
Corliss, Lewis H., Bridgton, Me.
Corning, Charles R., Pleasant St., Concord, N. H.
Corthell, W. J., Gorham, Me.
Cousins, Rev. Edgar M., Gray, Me.
Cowell, Hervey S., Ashburnham, Mass.
Cragin, William N., Rochester, N. H.
Cram, N. D., 219 Columbus Ave., Boston, Mass.
Cummings, William H., Meriden, N. H.
Cushing, Ella M., 10 Prospect St., Fitchburg, Mass.
Cushing, Mrs. M. M., 10 Prospect St., Fitchburg,
Mass.
Cushman, H. Mary, Reading, Pa.
Daniell, M. Grant, Roxbury, Mass.
Davis, Mrs. Mary R., Forest Ave., Springfield, Mass.
Day, B. C., Parental School, West Roxbury, Mass.
Day, C. Frances, Bradford, Mass.
Deane, Charles W., Bridgeport, Conn.
Dearborn, Mary E., Quincy, Mass.
Derby, Miss E. E., Dublin, N. H.
Dixon, Edward, West Brookfield, Mass.
Drake, Herbert E., 28 Whitmarsh St., Providence,
R. I.
Dressell, Mrs. A. B., Springfield, Vt.
Dressell, H. J., Jr., Springfield, Vt.
Dutton, S. T., Brookline, Mass.
Eaton, George T., Andover, Mass.

Edgerly, Joseph G., Fitchburg, Mass.
Edmund, Gertrude, Lowell, Mass.
Eliot, Charles W., Cambridge, Mass.
Emerson, Thomas, Woburn, Mass.
Evans, Alice J., Portland, Me.
Farrington, Annie E., 9 Fourth Ave., Haverhill, Mass.
Fellows, Miss F. E., 55 Otis St., Norwich, Conn.
Fickett, Miss M. G., Gorham, Me.
Fickett, Wyman C., Spencer, Mass.
Finch, Adelaide V., Lewiston, Me.
Fish, Charles, Brunswick, Me.
Folsom, Hon. Channing, Dover, N. H.
French, Mrs. George F., Portland, Me.
French, Nathaniel S., Roxbury, Mass.
Frisbee, Ivory F., Lewiston, Me.
Fuller, Eva A., Charlestown, N. H.
Fuller, Sidney F., Kennebunk, Me.
Garfield, Mary L., 8 Grove St., Fitchburg, Mass.
Gault, John, Manchester, N. H.
Gibson, Helen, 27 Winter St., So. Gardner, Mass.
Goodrich, Adella R., 66 Liberty St., Everett, Mass.
Goodrich, Annie L., 89 No. Main St., Attleboro, Mass.
Goodrich, Arthur L., Utica, N. Y.
Goodrich, Philip, Lynn, Mass.
Gordy, W. F., Hartford, Conn.
Gowing, Fred, Providence, R. I.
Graves, S. J., Springfield, Mass.
Greenough, James C., Westfield, Mass.
Hafford, Eloise A., Fairhaven, Mass.
Hall, Charles P., Shelburne Falls, Mass.

Hall, Elizabeth, Randolph Centre, Vt.
Hall, G. Stanley, Worcester, Mass.
Hall, Marion, South Ryegate, Vt.
Ham, Thomas C., 352 Washington St., Boston, Mass.
Hardon, Henry C., South Boston, Mass.
Harkness, Albert, Providence, R. I.
Harriman, Jessie B., South St., Concord, N. H.
Hartmann, E., 14 Beacon St., Boston, Mass.
Hartwell, Mrs. H. C., 156 Blossom St., Fitchburg,
Mass.
Harvey, Anna M., Newmarket, N. H.
Hastings, Lemuel S., Nashua, N. H.
Hatch, William E., New Bedford, Mass.
Heath, D. C., Boston, Mass.
Hill, Hon. Frank A., Cambridge, Mass.
Hill, Nellie D., 44 Beach St., Revere, Mass.
Hine, Hon. Charles D., New Britain, Conn.
Hobbs, Eliza R., Brookfield, Mass.
Hobbs, Myra A., Brookfield, Mass.
Hodge, Clifton F., Worcester, Mass.
Holland, Sara J., Newmarket, N. H.
Houghton, Geo. S., 157 Webster St., West Newton,
Mass.
Houghton, Mrs. Geo. S., 157 Webster St., West
Newton, Mass.
Howard, E. Harrison, Providence, R. I.
Howes, Bessie E., East Dennis, Mass.
Hoyt, David W., Providence, R. I.
Huling, Ray Greene, Cambridge, Mass.
Hull, John C., Adams, Mass.

Huntress, Miss H. L., Concord, N. H.
Hussey, Charles E., Wakefield, Mass.
Irish, Emma S., Sebago, Me.
Jackson, Joseph, 15 Woodland St., Worcester, Mass.
Jacobs, Walter B., Providence, R. I.
James, Anna P., 68 Bellingham St., Chelsea, Mass.
Jarvis, Dr. William F., Waltham, Mass,
Jenkins, Mabel I., Willimantic, Conn.
Johnson, Ella F., Gorham, Me.
Johnson, Julia A., Gorham, Me.
Jones, Albert M., Perkins Institute, Boston, Mass.
Jones, H. J., Sheffield, Mass.
Jordan, Mabel T., Lewiston, Me.
Keene, Miss N. F., Bucksport, Me.
Keith, Allen P., Pascoag, R. I.
Kenerson, A. H., 11 Copley St., Roxbury, Mass.
Keyes, A. H., Auburn, R. I.
Keyes, Charles H., Hartford, Ct.
Kilborn, C. H., Boston, Mass.
King, Charles F., Boston, Mass.
Kingsley, A. H., 17 Forest St., Providence, R. I.
Kingsley, Nathan G., Providence, R. I.
Knox, Horatio B., Providence, R. I.
Laughton, Marie W., Pierce Building, Copley Sq.
Boston, Mass.
Lawlor, Alicia, Box 553, Somersworth, N. H.
Leadbetter, Florence E., Roslindale, Mass.
Learned, Alonzo K., Holden, Mass.
Leighton, Miss E. E., Rindge, N. H.
Leonard, Ellen D., Westhampton, Mass.

Libbey, Geo. W., 73 Tremont St., Boston, Mass.
Libby, Alice D., Greene, Me.
Locke, Edda C., Northampton, Mass.
Lord, Grace A., Belfast, Me.
Lovell, Aaron, 183 Keap St., Brooklyn, N. Y.
Lull, H. W., Quincy, Mass.
Manchester, Miss A. H., 189 Clifford St., Providence,
R. I.
Manchester, W. L., Boston, Mass.
Marr, Margie C., Cornish, Me.
Marshall, C. E., Boston, Mass.
Marshall, Minnie S., Montpelier, Vt.
Martin, George H., Lynn, Mass.
Mason, Wallace E., Leominster, Mass.
Maynard, James E., Jr., Westminster, Vt.
Maynard, Mrs. Luella Fay, Springfield, Mass.
McConkey, Bertha M., South Manchester, Conn.
McDonald, James R., Tremont Bldg., Boston, Mass.
McGrew, Gifford H. G., Cambridge, Mass.
McIntire, Adelaide, Pritchard St., Fitchburg, Mass.
Mead, Kate B., Bridgton, Me.
Meader, Lewis H., Providence, R. I.
Merrill, Moses, Boston, Mass.
Metcalf, Robert C., Boston, Mass.
Mills, Blanche L., Bridgton Highlands, Me.
Mitchell, Myrtle, Belfast, Me.
Monroe, Will S., Westfield, Mass.
Moore, Annie L., Chicopee, Mass.
Moore, Charles S., 7 Irving Terrace, Cambridge.
Moore, Cora E., Leonia, N. J.

Moore, Geo. H., Boston, Mass.
Moore, H. A., Ellsworth, Me.
Morrill, Alfred B., Easthampton, Mass.
Morss, Charles H., Medford, Mass.
Moulton, Jeanette, Exeter, N. H.
Mowry, Joseph E., Providence, R. I.
Mowry, William A., Hyde Park, Mass.
Nestor, Annie M., 50 Broad St., Westerly, R. I.
Newton, Walter R., 169 Main St., Andover, Mass.
Nichols, Mary T., Bucksport, Me.
Nolen, A. Eugene, Fitchburg, Mass.
Norris, John O., Boston, Mass.
Nowland, Alice, St. Johnsbury, Vt.
Nowland, J. M., Quincy, Mass.
Nye, John M., Phenix, R. I.
Nye, Silas T., Phenix, R. I.
Orton, Charles L., Newbury, Vt.
Ott, Dr. Geo. J., Clinton, Mass.
Owen, Lincoln, Boston, Mass.
Palmer, Sarah T., South Manchester, Conn.
Parmenter, Charles W., Cambridge, Mass.
Pearson, Martha E., 118 Ash St., Chelsea, Mass.
Pease, Alvin F., Malden, Mass.
Pease, Harriet R., Monson, Mass.
Peck, William T., Providence, R. I.
Perry, Eugene A., Malden, Mass.
Phillips, I. C., Lewiston, Me.
Pillsbury, Rev. John H., Waban, Mass.
Price, Louis N., Boston, Mass.
Prince, John T., West Newton, Mass.

Ranger, Walter E., Johnson, Vt.
Rees, Thomas G., Jamaica Plain, Mass.
Reynolds, Helen J., Lubec, Me.
Rich, Eleanor J., Bangor, Me.
Rich, Martha L., Parental School, West Roxbury,
Mass.
Rich, Ruth G., Dorchester, Mass.
Richardson, Albert F., Castine, Me.
Richardson, Mary S., 304 Amherst St., Manchester,
N. H.
Robinson, Mary C., Bangor, Me.
Rogers, Mabel, 352 Washington St., Boston, Mass.
Rogers, M. Thatcher, Boston, Mass.
Roote, Clarence B., Northampton, Mass.
Rowe, Harry Sherman, 25 Catawba St., Roxbury,
Mass.
Rugg, George, Grafton, Mass.
Russell, B. B., Brockton, Mass.
Russell, Eugene D., Lynn, Mass.
Russell, L. W., Providence, R. I.
Russell, W. E., Gorham, Me.
Rust, Anna C., 80 West St., Worcester, Mass.
Sanborn, Benjamin H., Wellesley, Mass.
Sanborn, I. W., Lyndonville, Vt.
Savory, Lizabell, 10 West Brook St., Manchester,
N. H. .
Search, Preston W., Holyoke, Mass.
Seaver, Edwin P., Boston, Mass.
Seller, Mabel L., Bangor, Me.
Silden, Laura B., 86 West St., Keene, N. H.

Silver, Elmer E., Boston, Mass.
Skinner, Anna Mae, Bangor, Me.
Small, W. H., Chelsea, Mass.
Smith, Arthur W., Adams, Mass.
Smith, Hamilton I., Boston, Mass.
Smith, Mrs. Howard A., 69 Pleasant St., Concord
N. H.
Smith, Grace H., Bangor, Me.
Smith, Orren H., Ashfield, Mass.
Smith, Pearl Edna, Greenville, R. I.
Snow, B. P., North Yarmouth, Me.
Snow, Mary S., Bangor, Me.
Soule, Chas. H., 142 Fifth Ave., N. Y.
Southworth, Gordon A., Somerville, Mass.
Stein, Helen A., New York.
Stetson, Hon. W. W., Auburn, Me.
Stevens, Miss C. A., 14 Grove St., Norwich, Conn.
Stevens, Gertrude T., Houlton, Me.
Stevens, Marian P., Bucksport, Me.
Stockwell, Hon. Thomas B., Providence, R. I.
Stone, Charles T., Bridgton, Me.
Stone, Miss G. L., Gorham, Me.
Stone, M. A. Watertown, Mass.
Stone, Hon. Mason S., Montpelier, Vt.
Stuart, G. A., New Britain, Conn.
Swazey, Nettie M., Bucksport, Me.
Tarbell, Horace S., Providence, R. I.
Tetlow, John, Boston, Mass.
Thayer, Edwin S., Fall River, Mass.
Thompson, John G., Fitchburg, Mass.

Tyler, Prof. John M., Amherst, Mass.
Verplanck, F. A., South Manchester, Conn.
Wade, May C., Northampton, Mass.
Walker, Amasa, 112 Boylston St., Boston, Mass.
Walker, Isaac, Pembroke, N. H.
Walter, Sarah J., Willimantic, Conn.
Walton, George A., West Newton, Mass.
Weard, Martin, New Britain, Conn.
Webber, Arthur B., Harvard School, Cambridge,
Mass.
Webster, Alice E., Verona, Me.
Webster, James W., Malden, Mass.
Weston, George F., Providence, R. I.
White, Frances J., 331 Warren St., Boston, Mass.
Whitehill, Edwin H., Bridgewater, Mass.
Whitehill, N. J., Montpelier, Vt.
Whittemore, F. E., Reading, Mass.
Whittemore, Henry, Framingham, Mass.
Williams, Alice L., 70 East River St., Hyde Park,
Mass.
Williams, Schuyler P., Bridgeport, Conn.
Wilson, Esther A., Bangor, Me.
Winch, George, Manchester, N. H.
Winship, Albert E., Somerville, Mass.
Winslow, Wm. H., Bath, Me.
Woodbury, Ernest Roliston, Fryeburg, Me.
Worcester, John C., West Springfield, Mass.
Worcester, L. Ada, Sprague's Mills, Me.

CONSTITUTION
OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

Adopted August, 1870, as a substitute for the older one,
and amended July, 1891, and July, 1898.

PREAMBLE.

We, whose names are hereunto subjoined, pledging our zealous efforts to promote the cause of popular education, agree to adopt the following Constitution:

ARTICLE I.—NAME.

The society shall be known by the title of the American Institute of Instruction.

ARTICLE II.—MEMBERS.

1. The members of this Institute shall be divided into three classes, styled active, associate, and honorary,
2. Any person interested in the cause of education and recommended by the Committee on Membership may become an active member by a major vote of the members present and voting at any regular meeting.

3. Only active members shall be empowered to vote and hold office.
4. Any active member who shall for the period of one year neglect to pay the annual assessment, shall by such neglect forfeit his membership.
5. Any person of good moral character may become an associate member for the current year by paying the annual assessment.
6. Honorary members may be elected by the Institute on recommendation of two thirds of the Directors present at any stated meeting of the Board.

ARTICLE III.—MEETINGS.

1. The Annual Meeting shall be held at such time and place as the Board of Directors shall appoint.
2. Special meetings may be called by the Directors.
3. Due notice of the meetings of the Institute shall be given in the public journals.

ARTICLE IV.—OFFICERS.

1. The officers of the Institute shall be a President, Vice-Presidents, a Secretary, an Assistant Secretary, a Treasurer, an Assistant Treasurer, and twelve Counsellors, all of whom shall constitute a Board of Directors.
2. The officers shall be elected annually by ballot and shall continue in office till their successors shall be chosen.

ARTICLE V.—DUTIES OF OFFICERS.

1. The Secretary shall give notice of all meetings of the Institute and of the Board of Directors and shall keep a record of their transactions.

2. The Treasurer shall collect and receive all moneys of the Institute, and shall render an accurate statement of his receipts and payments annually, and whenever called upon by the Board of Directors, to whom he shall give such bonds for the faithful performance of his duty as they shall require. He shall make no payment, except by the order of the Finance Committee of the Board.

3. The Board of Directors shall devise and carry into execution such measures as may promote the general interests of the Institute, shall have charge of the property of the Institute, shall be authorized to publish its proceedings and such papers relating to education as may seem to them desirable. They shall have power to vote an annual assessment of one dollar upon the members, except honorary members, and to remit the payment thereof, when in their judgment it may seem wise to do so. They shall have power to fill all vacancies in their Board, from members of the Institute, and make By-Laws for its government. They shall annually elect the following standing committees:

(1) A committee of six, who with the President, Secretary, and Treasurer shall constitute the Committee on Membership, whose duty it shall be to report to the Institute from time to time, the names of such persons as they may recommend for membership.

(2) A committee of three on Finance, whose duty it shall be to audit the accounts of the Treasurer, and, under the control of the Board of Directors, to draw orders on the Treasurer for the payment of charges against the Institute.

3) A committee of three on Necrology.

4. Stated meetings of the Board shall be held on the first Saturday in January and on the first day of the Annual Meeting of the Institute.

ARTICLE VI.— BY-LAWS AND AMENDMENTS.

1. By-Laws not repugnant to this Constitution may be adopted at any regular meeting.

2. This Constitution may be altered or amended by a vote of two-thirds of the members present at the Annual Meeting, provided two-thirds of the Directors present at a stated meeting shall agree to recommend the proposed alteration or amendment.

BY-LAWS.

1. At all meetings of the Board of Directors, seven members shall be necessary to constitute a quorum to do business.

2. It shall be the duty of the Secretary, on application of any two Directors, to call special meetings of the Board at such time and place as the President may appoint.

3. Before each Annual Meeting the Treasurer shall have printed certificates of membership, numbered consecutively from one upward. These certificates shall be attached to stubs having the corresponding numbers printed thereon. The book of stubs left after the certificates of membership are detached therefrom shall form a part of the Treasurer's account, to be delivered to the Finance Committee, for the purpose of auditing the accounts of the Institute.

ABSTRACTS OF ADDRESSES.

ADDRESS OF WELCOME.

By SUPT. W. W. STETSON.

Superintendent Stetson said that he was glad to welcome the members from the New England states, and in referring to each state mentioned one of their leading sons as indicative of the material raised in each.

They were all great states, he said, but they had to come to Maine for hills, and Maine had the best fellows, and had even given the world a Longfellow.

Little Rhody, the Nutmeg state, the Granite state, the Green Mountain, and the Bay state, all came in for a share of praise, but it was Maine, he said, that was the daddy of them all. Referring to ancient Maine, he said that 297 years ago Bartholomew Gosnold trod the hills and valleys of Mt. Desert Island. The first Protestant sermon preached in New England was in Maine, the first American-built ship was built here, and Maine statesmen

By courtesy of the New England Publishing Company these abstracts are reprinted from the Journal of Education.

rule the nation. Maine has the most important representation in congress of any New England state; she has the president of the senate, speaker of the house, secretary of the navy, but, "Thank the Lord, she had n't the Secretaryship of war."

The school trade men are to be the rulers of the future. They are given the task of spreading the English language from pole to pole. The educators may be expansionists or antis, but all were united in the one idea of making the English the universal language of the future from Maine to Manila. The language, literature, and sciences of the English-speaking people are to be the universal study of future ages. Millet has given the world two of the greatest pictures, "The Man with the Hoe" and "The Sower." In the one is the man bowed with the world's burden on his back, the suffering of ages in his look—the personification of the human degradation of labor. The white man's burden, which has rendered him "stolid and stunned, a brother to the ox," shall be lifted by the educators, the light will be relit in his brain, the brow ennobled by study and education. "The man with the hoe" shall become the sower, the personification of ennobled labor. The educators of the world will lift the burden, and labor shall be ennobling, uplifting and grand. "The man with the hoe" shall in time disappear entirely. New England must keep in the van as she has always. New England raises strong men and women. Her educators are in every state. They are teaching in Alaska and Manila. They must keep their lamp burning to show the way.

In closing Superintendent Stetson very aptly quoted Kipling's celebrated line of the recessional, "Lord, God of Hosts, be with us yet, lest we forget, lest we forget"—the duty we owe to mankind.

SUNDAY SCHOOLS AND TRAINING CLASSES.

BY BERTHA M. VELLA.

The underlying thought of life itself is character building. Life is a long education in love and a lesson in humanity. The most common life may be full of perfection. The child must be given an idea of what is expected of him; his life's work must be constantly suggested to him, and there is no nobler way than early contemplation of the lessons drawn from the Bible.

All achievement worth anything is born of visions, and high ideals must be set before the child. Christianity began in a small child. There are now 25,000,000 children studying the Bible the world over, where over a hundred years ago there was no organized system of study. Bible study has suffered for want of trained teachers. Now there are normal training schools for such work. There is the same need of trained Bible teachers as there is of public school teachers. There were 1,300 normal trained Bible teachers in Massachusetts classes last year. Illinois had 2,000. The primary

teachers should teach more Bible study. As in the public schools, the Bible schools are introducing kindergarten work, and the young pupils by this method are led through journeys in Palestine, so that they are at once familiarized with scenes of our Saviour's life, which make an indelible impress on their minds. The psalms are taught in the same manner and the work resulting is wonderful. The Bible schools do not clash with the public schools. Their work is distinct.

THE SCHOOL AS AN ETHICAL INSTRUMENT.

By RAY GREENE HULING, Sc. D.

The school is an institution which society has devised for the preparation of the young to participate wisely in the affairs of life. It is particularly the social agency for which teachers have accepted responsibility. Therefore, teachers do well to consider carefully what the school can do for its pupils in the important matter of the development of character.

It must be conceded that the direct work of the school is intellectual; but this does not exclude an ethical influence. We cannot bring the pupil's intellect to the schoolroom and leave his emotions and will at home. The whole boy is at school, and we must have a whole

school in which to receive him. We cannot relegate moral training altogether to the home and the church.

There is a universal agreement that the highest educational ideal is the cultivation of strength of character, but there is no such agreement as to the best way of attaining this ideal. Certain high authorities favor formal instruction in ethics and have provided text-books for it; certain others claim that ethical instruction will never render a child moral, but rather immoral, and, therefore, advise leaving everything to instinct, with wise correction. This apparently serious opposition is really a matter of emphasis. We need instruction in order to implant right ideals and to stimulate proper emotions; but it will fail to affect character unless it eventuates in right habits. Instruction, however, that shall move the heart of a child to action, and tend to habit, must come without forcing from the incident that occupies present thought. Ethical instruction, therefore, to be effective must be incidental rather than formal and systematic.

The ethical influences of the school may be classified as originating chiefly in the subjects of study, or chiefly in the discipline of the school, or chiefly in the personality of the teacher, and this order of treatment will serve our present purpose; but it is by the combination of them all—by the tone of the school—that character is ennobled or degraded.

Of the subjects pursued, it is the humanities—history, literature, and language—the fine arts and philosophy which have in themselves an ethical content, and accordingly are the main reliance for moral impulse;

but the nature subjects—science, mathematical, and manual training — may also be so administered as to have value for moral training. Particular subjects lend themselves also to the enforcement of specific virtues, as Bacon pointed out long ago. History is a mine of golden examples, and furnishes a field for the training of the moral judgment. Literature is a glass in which we see ourselves reflected. Both supply most attractive impersonations of the highest ideals, “beauty, honor, truth, and love.” It is clear that the very studies of the schoolroom radiate ethical influence.

The discipline of the school has a sweep that is forceful and broad toward the building of character. Its characteristic aims are the very foundation of right living. Punctuality, orderliness, neatness, concentration, thoroughness, obedience, silence—the school virtues all—prepare the pupil for right relations in mature life. He here acquires habits of self-control, and exalts self-culture above ease and present comfort. Here, too, he practices courtesy toward others and respect for law as a means of righting wrong. A good school, moreover, will appeal to those motives which are operative throughout the whole period of life, childhood, youth, and maturity, not those which are put off with childish things. Its teachers will deal with the pupils, not in masses, but as individuals. Hence the disagreeable cases of discipline may become the means of making the desert blossom as the rose. But the most compelling ethical force resident in the school, after all, is the personality of the teacher. What instruction in ethics,

formal or incidental, cannot do, what discipline can do only partially and temporarily, is often done, and done for all time by the character of the teacher. Some of the elements of such a character are sincerity, moral earnestness, self-poise, a sunny disposition, discretion, firmness, and gentleness. But most important of all, the philosopher's stone that in the schoolroom most surely changes base metal into the gold of noble character is sympathy.

Teachers should think of themselves as dressers in a mental and moral vineyard, as under shepherds of the Lord's little ones, having for their business and their privilege to lead their flocks into green pastures by the sides of refreshing streams. Let us throw into our prosaic tasks the poetry of pure and holy motive. Then shall it be nobly said of our boys and girls, as was observed of Rugby fellows in the days of Dr. Arnold, "Moral earnestness is their chief characteristic."

In closing, Mr. Huling said, I will add one other thing which if you will remember, you may forget all the rest. Be sympathetic. Sympathy is the keynote of success in teaching.

SOME EVERY-DAY PROBLEMS OF THE ELEMENTARY SCHOOLS.

By ELIZABETH HALL.

The listless, incompetent, or careless school supervisor, the stingy, hard-fisted country school board, the inadequate remuneration compared with the labor done, the country schoolmarm, boarding places, all come in for sharp criticism. Salaries are too low compared with the work performed. A teacher cannot be expected to be an eternal ray of sunshine and a statue of patience on dyspepsia food, nor can she be expected to fashion her work after theorists who write contradictory school articles in magazines. She must have co-operation of competent supervisors and superintendents; men who have the leisure to devote to school work; she must have the sympathy of pupils and parents, and most of all the father of the pupil must take some interest in the work of educating his children. The teacher must keep abreast of the times by study, winter and summer. There is no rest for her, would she be successful. The school boards or supervisors should know the perplexities which surround her, and by co-operation, aid, not retard her.

HOW CAN WE MAKE THE PRESENT METHODS OF TEACHING PATRIOT- ISM MORE VALUABLE?

By SARAH E. HUNT.

Watching the drift of things for many years, I have come to believe that the teacher's part in moulding a child's character is, in most instances, greater than that of its mother; the average mother in two great classes of society has so little to do with her children!

In one class the mothers are too ignorant or too hard-working to give any thought or time to their children's education; in the other class, the mothers are too indifferent and too hard-working (in society) to spend much time with their children. So the teachers are the real "home guard."

It is your daily association with the children for so many months in the year that makes your influence so great; it is that opportunity which you have to impress "line upon line" and "precept upon precept" that gives you so much power over them for good, winning the love and respect of the children. You are as oracles to them; they regard you as infallible.

Let us suppose that under existing methods the flag floats over the schoolhouse and is displayed in every room in the building; the salute to it has been learned and is given at stated times; schoolhouses are decorated with portraits of eminent patriots, history is taught, a

valuable library is available. Our question is, how to make all this more practically useful.

I do not ask more effort, but in the direction of your efforts more common sense, more sentiment, more enthusiasm. The address by the uneducated veteran would better be omitted from the programme of the school celebration of Memorial day. We recognize the hero in the unlettered man who risked his life in saving the Union. He is worthy of respect. It is because we revere him, and because we would have him held in reverence by the children, that we ask why should he be sent to the schools to tell his story in his unlettered way? Would not the history of the years from '61 to '65 be as impressive if told by another?

Would it not be wiser to have the structure and history of civil government transferred to some higher grade than the eighth, where it is taught now? Are not the children in those grades too young to understand it? I am told, besides, that United States history is not generally taught in the high school. Would it not be well if it were? Do we not need it all along the line? Surely, the pupils of our schools cannot become too familiar with our own history. Its facts being acquired in the grammar school grades, might not that knowledge be supplemented in the high schools by an analysis of the history of other nations and a comparison of their methods of government with our own?

THE TEACHER'S PROBLEM.

BY PROF. JOHN M. TYLER.

The aim of nature's education would seem to be to produce a race of men and women with sound, tough bodies, well and evenly-developed minds, right habits, lofty motives, deep and strong convictions, warm hearts, and iron wills. Our greatest danger is our liability to a dwarfed and incomplete development, the result of an artificial environment. In our efforts to avoid this danger, nature has been before us, and works with us as our partner.

The mental growth of a child during its first five or six years is even more remarkable than its physical. Nature has been his teacher, has stimulated his powers, has filled him with curiosity and interest. At this age we were sent to school "to begin to learn something." We were taught to "do sums," to parse and analyze, after models learned by rote. We committed to memory pages of geography and Latin grammar, and thumbed our dictionaries. We learned mainly to sit still and memorize.

The old system of education completely neglected the body. Do we yet pay as much attention to physical growth and development as we should? Above all, are our girls strengthened or weakened physically by their high school course of training? Is it wise at this critical period of their lives to call every ounce of blood away from every other part of the body to the brain?

The old method was too purely instructive. It did very little to stimulate or train most of our mental powers. It exercised practically only the memory. It made education a process of accretion, not of growth. A child goes to school not so much to learn great masses of facts as to acquire mental power and grasp.

Another defect of the old system has not yet been remedied. In attempting to gain its ends, it repressed or crushed out some of our most valuable mental powers; e. g., observation and imagination. These priceless gifts of nature are ruined by our "bookish and wordy education." The content of a study is useful to the pupil just in proportion as it teaches him to play the great game of life. Judged by this standard, are not the natural sciences worthy of a larger place in our courses of study? Do the linguistic studies strengthen in the same degree the powers of observation and thought, of nicely calculating and balancing probabilities?

Nature study would seem to offer certain very great and tangible advantages. First of all, it leads the child or youth into the open air and promotes health. Then it stores his mind with a fund of information, not only useful, but stimulating to all his powers of thought. The child hungers for concrete facts; the name of the caterpillar, and what it eats. His powers of generalization are not yet developed. The child is interested in names and habits; as he grows older, his interest in action and structure is gradually awakened. He has a healthy and normal interest in the commonest natural objects. Through this you may develop in him a love for all life

and for being in general. Above all, draw the pupil away from books to nature, and do not let the work become stereotyped or conventional.

The good results of such study are many and great. The children will not grow up into bats and moles, like their parents. They will not only see, they will have learned to notice. Their means of enjoyment will be vastly increased, an end in education too much neglected. The enjoyment and recreation which you have taught them to draw from nature will enable them to endure the cruel strain of our commonplace and artificial modern life. Finally, living face to face with nature, they will retain their best and true individuality, instead of becoming nobodies in order to be exactly like everybody else.

But the intellect is not the most important power of a man or woman, and a purely intellectual training is but a small part of true education. "Out of the heart are the issues of life." Our loves and hatreds, our convictions, aims, in one word, our character,—these mainly determine our usefulness to society and the state. Here again nature has been before us. The germ of a strong character is implanted in the child. The baby is made about right, and will grow up about right, if somebody does not spoil it. Usually somebody does. Here again the child's mind is like a seed; we can only stimulate, not force, its growth. And the school is the soil. Even more than the man is the child made by the company which it keeps. The child is a social being, proud of his class and school; and he will do for their good name much which he will not do for our gratification.

or for his own benefit. If you have cultivated a healthy tone and public sentiment in your school, you have already trained good citizens and patriots. You have done more than your full share that, as Mr. Lincoln has said, "this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people shall not perish from the earth."

See to it that your children live in an atmosphere of heroism. Let history be to them a story of the lives of heroic men and women, not a jumble of dates, dead kings, and similar rubbish. Tell them of Gideon and Barak, of Luther and Cromwell, of Loyola and Lincoln, and Florence Nightingale. Write your own eleventh chapter of Hebrews, for it is not yet complete, and never will be. Saturate your children with the character of such men and women, and you have already trained a race of heroes. Do this even at the cost of ten or fifteen minutes less each day for parsing, prosody, or cube root!

Says Dr. Martineau: "We shall never have a proper system of education until we have a properly-written 'Lives of the Saints.'"

Remember that the child's conceptions of patriotism, morality, and religion will often be very different from yours. Do not be discouraged. If the blade has appeared, the full corn in the ear will come in its own time.

But methods, instruction, and training are of far less importance than the personality of the teacher. The essence of education is the contagion of personality. Do you remember how, in Kipling's grand poem, England

made a man of Old Pharoah by sending him, not a duke or "big brass general," but Sergeant What-is-Name? And how the sergeant

"Drilled a black man white, and made a mummy fight?"

Only when we can do the same are we past masters in the art of teaching. Until then we had better learn of the sergeant. This is the "everlasting miracle" of education. How to work the miracle is the real teacher's problem. We must be healthy, strong, hopeful, courageous, sympathetic. We must be thorough believers in the communion of saints, and catch the inspiration which we would fain impart from the "apostolic succession of great souls, the only ones who really understand anything in this world."

We have the grandest vocation. We mould the race into conformity with what is deepest, most enduring, and essential in environment. Hence all the powers of the universe are with us. We cast in our efforts with the irresistible tide of events as it sweeps on toward a better age. Let us "be strong and of a very good courage." We cannot fail.

THE EDUCATIONAL PROBLEMS TO BE SOLVED BY BOOKMEN.

BY HAMILTON I. SMITH.

It has come to be clearly recognized by thoughtful people that the school-book publishers must be more keenly alive than others, if possible, to every advance made in educational methods in order to keep abreast of the times.

We often hear it said that the publisher's interest in education is measured by dollars, and that from his standpoint the most successful educational reform is the text-book that yields the largest profit. That the publisher is in business to make money is no crime, and emphasis should be laid not upon that fact, but rather upon the splendid courage he shows in publishing the new books designed by their authors to meet new conditions, but which are, at best, only ventures, and may prove disastrous failures, entailing a loss of the money invested in them.

On the other hand, it is true that the publisher sometimes scores a great success, and places upon the market a text-book that revolutionizes the study to which it is devoted and gains large profit to both the author and the publisher. Even so, are not the schools the real gainers? Is not the uplift given to educational workers of most worth?

This suggests the subject of books, and how they are made. Every school-book man knows that the most

successful books for elementary grades are made in the schoolroom. A progressive teacher has an original method of teaching a favorite study. That method is sure to attract attention, and other teachers become interested in it. Inquiries begin to be made by teachers in distant places, oftentimes incited thereto by some bookman who in his travels up and down the land has learned of this new method of teaching. It becomes increasingly difficult for the teacher to answer all these questions, and the natural suggestion that a book embodying this new method would be welcomed in the schools is soon followed by its publication. That is the history in barest outline of many of the really great books now used in our schools. It is only when one has seen a book grow page by page, and knows the care entering into the minutest details of its preparation, that he can appreciate it at its full worth. There is about every successful text-book something indefinable which differentiates it from every other book on the subject, and earns for it the high rank it attains.

Books that are to hold their own for many years, and to withstand the competition of newer books, must be alive with the personality or individuality of their writers. A vigorous, inspiring, original teacher so impresses himself upon his books that they speak a living language and easily outrank other, if newer, books not so richly endowed.

The publisher is always on the lookout for a capable author, and, when found, they work together in the preparation of the book designed and expected to sur-

pass in merit and usefulness other books on the same subject. It was easier years ago than it is to-day for an author to secure the publication of a book — though by this I do not mean to imply that only books of an inferior grade were then published. But present demands are so much more exacting, and competition so much keener, the risks of publication are greatly multiplied. This results in a more rigid examination of every manuscript submitted, and even after one has been favorably passed upon by all to whom it has been referred, it is likely to be tested by specialists before it is published.

It has become no small part of the bookman's work to study with intelligent interest proposed changes in school courses of study and to report his discoveries to his house. The information gleaned in this manner from a wide field enables the experienced publisher to recognize that a call for books to be prepared on a new plan is to be anticipated, and will be but the result of the new forces at work in the schools.

How to anticipate the new demand and, instead of following, to lead the van in a new direction is another problem to which the bookmen must devote themselves. A striking illustration of this, and one so recent as to be familiar to everyone present, is the rapid progress made with the introduction of vertical writing.

In the summer of 1892 the hygienic advantages of vertical writing were described by Dr. William H. Burnham, of Clark University, in a series of lectures before teachers and superintendents attending the summer school, and this appears to have been the first authorita-

tive voice raised in our country in favor of the new system. In England for a number of years before that time there had been a growing interest in vertical writing, due almost wholly to the enthusiastic labors of one man, but very slow progress was made toward the introduction of the new system into the schools. In our own country, a few prominent educators, interested in the subject by Dr. Burnham's lectures and writings, favored a trial of vertical writing, but it came far short of meeting with general favor. At this point, nothing daunted by the vigorous protests uttered by many educators against the new system, the school-book publishers began to prepare vertical writing books. They were foresighted, and so determined to be forearmed. The signs of the times, so they believed, pointed to the gradual adoption of the new system of writing. The investigation of this subject, carefully conducted by the bookmen, added strength to the publishers' faith in it. Once started, the idea in favor of vertical writing grew rapidly, but the bookmen had so far anticipated it that they were ready with systems which for variety and beauty surpass the earlier books published across the sea.

Such are a few of the problems connected with the making of school books to which the bookman devotes himself, and that, too, not without profit to the schools. With a series of books thus prepared, the bookman bravely undertakes the solution of other problems which thrust themselves thick and fast upon him. One of the first problems to be solved is: How to fit new books into the existing course of study?

In some places but one book is required in a study, although others "may be used" as supplementary thereto, and the effort is made by the bookman to convince all interested that his new book is superior to the required text-book in use. If there were but one bookman engaged in this laudable enterprise, he might and doubtless would, frequently succeed in conferring upon the schools the lasting benefit he so much desires, but before his proposed change can make its way through the labyrinthine reports of superintendent, text-book committee, and school board he is sure to be joined by a few friends burning with like zeal to elevate and improve the schools, and determined with him "to fight it out on that line if it takes all summer."

This is, indeed, the bookman's principal field of action, and it is to the end that he may succeed here that he has devoted careful thought and study to a multitude of problems connected with school work.

It must be conceded that the free text-book laws passed in a number of states have benefited the schools in certain ways, and have enabled many pupils to continue in school for a longer period than would have been possible for them without this help.

But granting all the good that can be claimed properly for free text-books, there are serious problems presented for solution in the practical operation of these laws. It is not necessary to dwell upon these objections, and I do not propose to describe at length the condition of the text-books and the evils arising therefrom in many towns. These objections are well known to all engaged

in school work. Above all other objections, and worthy of the serious consideration given to it in certain cities, the one supreme fault of the free text-book law is that by it all pupils are compelled to leave behind them the books which they have studied. It is a well-worn argument, but true, nevertheless, that in the case of many pupils the incentive to further study is removed with the books. The value in many homes of secondary school books — and even grammar school books — for reference has been proved again and again. The little bundle of worn text-books was frequently the nucleus around which the small home library was collected.

The bookman, or publisher, who advocates this plan of presenting to every pupil graduating from either the grammar or the high school the books used by them will surely be charged with ulterior and selfish motives. Some may even think that, following the example of the famous Colonel Mulberry Sellers, he must be estimating an enormously increased sale of books and proving to his own satisfaction that "there are millions in it." It is easily capable of demonstration, however, that the additional cost of the books thus to be given to the pupils would not add a serious burden to the taxpayers in any community.

EVOLUTION AND REALIZATION OF HUMAN IDEALS.

BY PRES. GEORGE HARRIS.

We must adopt three methods in order to realize our ideal. In the first place, we must perceive it, some beau ideal found in a concrete personality. Your ideal of a gentleman is found in the individual, sometimes in one individual, but in most of our ideals various persons give us contributions to it. When Bishop Brooks was alive, many young Episcopal preachers tried to imitate him, but it was like dressing in borrowed garments and the garments hung loose. Religion gives, in Christ, the perfect type of personality. Religion is the revelation of man to himself as truly as it is the revelation of God to man. God makes us see the divine person so that it may be distinct to us. If the ideals he gives us are not pursued, it is because there are others less noble that we follow.

Hard after perceptions come actions. By effort the actual is made to approach the ideal. The distinguishing power of man is the power of self-determination. He can take his real self and transform it into his ideal self. Culture is discrimination, insight, judgment, a flavor of the mind in the manner. Action facilitates action till that which was hard becomes easy. Character has been defined as muscular habit, as if goodness runs in grooves.

But when action becomes automatic, new energy for

increased desire and effort is liberated. This is the extension of automatic action.

The exercise of nearly all volitions, moral or mental, becomes automatic. The effect is the liberation of volitional energy into newer and higher directions. One can become an automaton. Such are unmitigated conservatives, but we should strive to realize the ideal through constantly-increasing action.

The third way to realize ideal is through the influence of one person over another. Every one that gives also receives, and every one that receives also gives. There is a reciprocity of the spirit. Man is an imitative animal. One of the social mysteries is the changes in dress. It is alleged that there is an initiative conclave in Paris that changes styles, but in everything, from fashions to religion, there is imitation. All kinds of social phenomena are developed, though.

Yet man is not in two classes, a small class of initiatives and a large class of imitators, but every person is both in part, both a giver and a receiver. Teaching is initiative for imparting to others. The proficiency and talent of a few are necessary conditions for the advancement of the many. But teachers must be taught. Each must take results in special lines from authorities in those lines.

Biologist teaches geologist; they teach the philosopher and are taught by him, and the poet teaches all. Each is in some way the superior of the other. The chief function of the teacher is to present ideals and then live them.

Educators delineate the ideal, and show that the school should realize that ideal; but I think that only a part of a child's ideal can be or should be obtained in the school. Only five hours of a child's life are spent in the school, and it is a sin to make a growing child study outside of school. In my opinion, three hours is enough in school. In this time only about so much can be done. I'm not contending that we should go back to the three months' schooling of the district schools, but the problem now is how to do three months' work in eight months' time; for only about the same subjects are taught now.

The real education of a boy is in the home, the gang, the community, hanging about the store, knowing all about the engine and the blacksmith shop, reading the newspapers, if he will read them. Since so much time is in school, let some of it be given to things outside of books. If there are to be two sessions, let one of them be under a superintendent of sports; let there be dancing, music, athletics, courtesy.

I would have sensible teachers selected, would give them a room, pupils, some subjects to teach, and let them use their own methods. Education in the light of evolution is the education of the individual, and not the progress of any method. Method makes teachers imitative; freedom makes teachers initiative. Every teacher should be both.

We, as individuals, are promoting the education of mankind by adopting for ourselves ideals which are of absolute value by cultivating ourselves according to our highest standards, by making them attractive and refined,

by a hospitality that stands for intellectual values, by music, art, and culture rather than for mere eating and drinking, by a philanthropy that helps people to help themselves, by a religion that is ethical, humane, and charitable. So shall the ideal be useful to us, and mankind approach the divine ideal of humanity.

THE ADEQUACY OF THE PUBLIC SCHOOL TRAINING FOR BUSINESS LIFE.

BY JAMES P. MUNROE.

Since at least nine-tenths of those educated in the public schools, who go into active life, are destined to trade or industry, we are, in our inquiry, testing the efficiency of the training given there in preparation for citizenship in general.

In his recently-published letters, Edward Thring, master of Uppingham school, expresses his opinion of the American free school system with great frankness. He declares, for example, that "providing teaching for all the poor out of the taxes paid by those who can pay, which is miscalled free education, is dishonest, is a mistake, is deadly." He believed it dishonest because it weakens parental accountability; a mistake because it tends to put amateurs in control of education; deadly because it

replaces private enterprise by an irregular, fickle, and timid public responsibility. He believed public schools capable of giving instruction, but not true education. Challenged by such a man, we must inquire if, indeed, our schools are giving a real education. If not, they should give way to private initiative. The tendency to-day, however, is towards much better ideals in public education, so much so that an attitude of doubt or despair towards the common schools is impossible.

It is difficult logically to justify free education, as it is many other schemes of social co-operation, which, however, work well. We educate children at a common cost for their own sakes and for the good of the state. In paying taxes and voting for a school board, we do not fulfill, however, our whole duty. We should make sure that the schooling provided is the best obtainable; that we secure the worth of our money in the quality of citizenship which the schools produce. Being, so to speak, a protected monopoly, the public school, to vindicate its position, must do for the child as much as any other means of education would do. So long as it can anywhere be said that parents have to patronize private schools to secure a better education for their children, the common schools are falling short of their full duty, which is to give not simply instruction, but education.

The duty of instruction has been always recognized, and it is still often regarded as the only duty, the home and the church being held accountable for everything beyond. The child's education, however, cannot be parceled out; it must be continuous and all-around.

Failing to have regard for any but his intellectual progress, the school will have little interest for the pupil, and will make little contribution to his real education.

A consideration of their fitness for the lesser task, that of instruction, shows that most schools, while teaching reading well, do not show a pupil how or what to read; while giving instruction in writing, do not make the process of writing a letter easy; while spending long years on arithmetic, do not develop facility in the use of the four processes, or logical acuteness. Geography, English grammar, history, are not often used, as they might be, to develop a knowledge of the world, accuracy in expression, real patriotism.

But even when all schools shall teach these elementary topics well, they will then fulfill but the lesser part of their duty. Self-restraint and self-discipline are what public education must instil if it would properly preface the work of that greater school, the world.

The boys who go into a factory or counting house must know how to read, write, and cipher; but these are not the fundamental qualities sought by an employer. He demands health, character, honesty, truth-telling, clean living, willingness to work, readiness to comprehend, quickness of adaptation, fertility of resource, alertness, vigor, self-command, muscular control, qualities which are collectively called gumption.

Health is the fundamental good of mankind; yet the schools, as a rule, pay little attention to hygiene, over-crowding the schoolrooms, furnishing them with penitential desks, giving far too many pupils to a single teacher.

And these other qualities which the employer asks, does he get them because of, or in spite of, the public school training?

The bottom fallacy of much of the acknowledged inefficiency of the common schools is that equality implies uniformity. A uniform course is the very embodiment of inequality. The only way in which to give every child an equal chance is to provide for each the atmosphere and incentives to development suited to his nature.

The fundamental principle of the "new" education is to develop and strengthen individuality. Within the range of his powers all health, virtue, capacity, are within the child; the teacher's business is to stimulate, encourage, and prune them. No teacher should ever have charge of more than twenty pupils, and no teacher should have charge of any at all unless by temperament, by understanding of child nature, by a thorough professional training, he or she is fitted to make out of every one the most that can be made. Out of such an atmosphere would come a race of artisans and business men, better still, of citizens, such as the world has not yet seen. It would be a race of effective, inventive, studious, self-reliant, self-respecting workmen.

All this involves great additional cost; but it is an investment which, from the industrial, to say nothing of the moral, standpoint, will pay incalculable dividends. The waste in burning coal is nothing to the waste in utilizing human power. If, by proper schooling, efficiency can be doubled, this gain would far outweigh the added expense.

No startling changes are necessary in the public school

system. Its general plan is admirably suited to our conditions. Only we must do away with the curse of uniformity; must release the teaching profession from its bondage to amateurs; must give the teachers larger power and initiative.

The public schools shall not be turned into trade schools or business "colleges"; but the health of the children shall be promoted by gymnastics, their powers cultivated by manual training, etc., their social instincts developed by a real education in the tools of life, their power to work and learn in after life shall be ingrained by teaching them how to work and study, by making them work and study hard and to the point, by so suiting their work and study to the development and needs that they will grow up with a real love of labor and acquisition.

By a wiser use of our present simple elements, by a genuine child study, by a freer use of all the means of education, by the building up of teaching into a real profession, the schools can and will be made adequate. Teachers, parents, citizens, co-operating, will be the impelling force in this imminent evolution; their instruments will be a better form of public school control; higher standards in the normal schools; larger opportunities in the colleges; and public opinion, which must be educated to understand what education is, to support it in its broadest and most expensive form, to regard it really, as there is now pretence of regarding it, as the one and only cornerstone of the American republic.

THE RELATION OF EARNING POWER AND WEALTH PRODUCTION TO IN- TELLIGENCE.

By HON. HORACE G. WADLIN.

This is a wealth-producing century. The figures that show this are so large that it is impossible to grasp their full meaning; and what has been accomplished in America is but typical of that which to a greater or less degree has taken place in all so-called progressive countries. This increase in wealth is by no means confined to the few. It represents a higher standard of comfort, better housing, broader advantages, a wider opportunity for the man at the bottom as well as for the man at the top. It means the growth of an immense amount of property held in common, the public school, the public library, the public park, better roads, better systems of drainage and water supply, improvement and cheapening of transportation and food supplies, changes in which all of us share and which have become our environment.

If these benefits were merely material, they need not here demand our attention; but it is because wealth affords a basis for a higher civilization, and because gradually there comes a clearer appreciation of the uses to which it may be put in ennobling the race, in raising the humblest to higher levels of moral and spiritual achievement,—it is for this reason that the problem of its creation becomes of the highest importance. When

pursued as an end in itself, the production of wealth is mean and ignoble; but when regarded as the basis of a more perfect society, when it is sought in order to set men free, its pursuit becomes of the highest human importance. It is, therefore, of the relation of intelligence to the production of wealth as an instrument of social welfare that I am primarily to speak.

The subject falls into two divisions; the first relating to the increase in earning power which comes to the individual through education, or, in other words, the effect which the development of his intelligence has upon his personal acquisition of wealth; and the second, the effect which general educational influences have in enlarging the production of wealth in the aggregate.

It would seem axiomatic that the more perfect the development, the higher the results, and, naturally, the greater the rewards of effort. This, however, simple as it may appear, is not always accepted, and, indeed, has recently been questioned. It is not often that one hears in America a denial of the right and duty of the state to carry education through the primary stage, but there are some who are sceptical as to the results of secondary education, and who seem to fear that educational processes may be carried too far.

It is not difficult, however, to present definite and positive illustrations of the enlargement of wage-earning power under the development of intelligence. It is clearly shown in the wide differences between wages in industries in which the highest skill is utilized and those in which labor of only a low degree of efficiency is re-

quired. There is really no such thing as an average rate of wages covering wide ranges of employment, except as a mathematical abstraction. Wages vary with the man. Whatever enlarges the man enlarges his wage. Fit him to become a foreman in any industry, and you will add possibly 100 per cent. to his wages. Every man cannot become a foreman, it is true, but how do you know before you begin what capacity he may possess? What he needs and what society requires is that the latent possibilities within him shall be set free. By this road only is industrial progress possible.

Francois comes here from Canada. At home he is an agricultural laborer, illiterate, bound to the soil. Here, in textile factory employment, he earns in spinning or weaving \$10 to \$12 a week. At first he lives in family and community groups, speaking still the French language. But the influence of the schools is felt; his children learn to read and write in English. Some of them become carpenters and earn \$15 a week, or machinists and skilled workers in metals at from \$15 to \$20; as cutters in shoe factories they will receive on the average \$12, while the more ambitious and efficient as McKay operators or heelers will obtain from \$15 to \$17. Others will become compositors at from \$15 to \$20, or earn even more than this. They will find their place in our citizenship, with all that that implies.

Antonio comes here from Italy, and with his family is found in holes and corners at the North end of Boston. Let alone, he will perpetuate here the customs to which he was born. But he is not let alone. The public

school takes his children and their eyes are opened. The elements of manual dexterity are given them. At every point they feel the pressure of the environment that the school provides. Competition with their fellows has its part. As they grow older they go into trade rather than industry, but their training tells—they have thrift, ambition to succeed. They acquire capital. In Italy the percentage of illiteracy in the class to which Antonio belonged, and in which his relatives still remain, would be about forty; larger than in any other so-called Christian European state except Spain, Portugal, and Russia. In earning capacity Antonio, if he had remained in Italy, would have ranked below the laborers of any so-called Christian European state except Spain and Russia, his earning capacity being in inverse proportion to his illiteracy. But his children have been raised to the American level in both these respects. They are now within a commonwealth in which, notwithstanding its influx of foreign immigration, illiteracy is brought to a low point, and earnings, notwithstanding wide variations between minimum and maximum, are far above the European standard. They have had wider opportunities, that is perfectly true, but it is to the influence of the public schools that they largely owe their ability to avail themselves of opportunities. In the third generation they will rise still higher. Measuring progress by periods of years, these illustrations show exactly what has happened in any modern industrial community wherein the public schools exist. This has been shown on a broad scale in the textile factory population

in Massachusetts, which has in this way presented three successive phases as to nationality, and is now entering upon a fourth. Each class found in the factory an advance in the scale of employment, and each passed from the factory into other and better paid pursuits.

The effort to broaden the intelligence of the community, and to enlarge the capacity of the masses, has accompanied the transformation of our industries under the factory system, and may, in fact, be said to have grown out of the industrial revolution that marks the present century. The new system of production, coöperating with the general diffusion of intelligence, exerted an immediate and continued influence in increasing the productive capacity of the workmen and at the same time decreasing the price of the product to the consumers, of whom the workmen formed no inconsiderable part.

But, it may be asked, If these changes are wrought upon the laborers as a class by the diffusion of intelligence, if the lowest labor is constantly raised, will there not be a dearth of workmen willing to remain in the lowest employments? In reply it should be said that machinery constantly tends to narrow the range of purely manual labor, and has largely overcome the necessity for a purely manual class. There are certain operations that can never be performed by machinery, but these require a high, not a low, grade of skill. The employments which in the past were restricted to laborers weak in intelligence but strong in muscle have now come under its influence. The demand for a purely manual class is constantly decreasing. We should not conclude,

therefore, that what is called manual training is not necessary; but the value of manual training lies in its bearing upon general development. Through it we are, in fact, widening the pupil's range of power.

This is no longer a matter of theory. The results of a special investigation conducted by the department of labor at Washington have shown that in the majority of cases where manual training has been given it has not only increased skill, promoted the economical use of materials, and the ability to plan and arrange work, but has also developed moral qualities and the power of general adaptability, qualities that are greatly needed and which are of the highest value in our complex and constantly changing industrial organism.

The workman, either with hand or brain, has no longer a fixed status. The highest development of skill is required, the cultivation of special aptitudes or talents, but not an apprenticeship in particular trades, nor as formerly, the complete mastery of every mechanical process. The world needs more than it ever needed the complete development of the whole man, the training of eye and hand, the enlargement of intellect, the strengthening of the will, the cultivation of the artistic sense, the perfection of the physique, and the quickening of the conscience; and it needs also a certain discontent with things as they are, what I venture to call an enlightened discontent, which shall gradually lead to a more perfect social state.

There may have been a time, under a former regime, when the qualities I have named as needful in the com-

mon average man could have safely been restricted to his lord and master. That time has passed. There is to-day but one king — his name is Demos. Even from the standpoint of the production of wealth, there can be no limits set within which it is well to confine his education.

Apart from this direct effect upon the individual, the growth in wealth in the community could not have reached its present proportions, nor can it continue under the modern industrial system, except under influences which it is the object of educational systems to foster. Instead of a comparatively fixed social state, the progress of the century has brought about a differentiation of social relations. The social effort has been towards the cultivation of the individual, and, finally, the correlation of the perfected powers of all in the highest social service. Thus the modern artisan is a specialist, doing one or a few things extremely well by the concentration of his power. The change is due largely to the introduction of machinery, by means of which the productive force of the man is superseded by the productive force of electricity and steam. However we may value the skill of the individual, and this, as I have already shown, is still important, it nevertheless is true that the individual as a producer counts for little to-day in comparison with his value as a consumer.

And this brings us at once to the deepest truth with respect to the effect of educational influences upon earning power and wealth production. It is not that education enlarges the productive power. This, as we have

seen, it generally does. But more significant than this, and of much greater import socially, is the fact that production by machinery, that is to say, production under the modern system, can be neither continuous nor permanently remunerative unless accompanied by a corresponding improvement in the social condition of the people, an improvement largely due to educational influences.

The modern conception is removed as far as possible from the maxim of restricted wants which was fundamental in the ethics of antiquity. The simplest human wants are, indeed, few and easily satisfied. But beyond these are social wants, the requirements of social intercourse growing out of man's enlarged capacities and desires, leading him out of poor and mean conditions into a higher social state, making him unsatisfied with present achievement, beckoning him ever onward. These wants are acquired as his intelligence is broadened. They are the result of educational influences exerted upon the child first, and afterward, as the result of that, affecting the character of the man.

Now it is the development and increase of these social wants that makes the constantly increasing market, without which machinery cannot be successfully operated. And wherever the intelligence of the masses of the people has been most widely developed, and as an inevitable result, what I have termed the social wants have been most stimulated, there wealth is most abundant and earnings largest.

The school may create the perfected workman, but

this alone will not suffice. The broadest culture, as well as purely utilitarian training, is needed. How narrow is that view that would restrict education to the merely elementary branches! Breadth is needed if you would have a wealth-producing result. In his capacity as a producer, the vocational aim is central; but in his capacity as a consumer, in the highest social sense, the cultural aim is central, and it is necessary that both should be brought into harmonious relations in the educational system. To put in purely utilitarian phrase—an illiterate community makes the poorest possible market. It is only a good market that can support the production of wealth, out of which both profits and wages come, and a good market requires a community having varied and complex wants—a community in which education has had its effect.

This general statement is abundantly confirmed by statistics. In general, the best markets are found in countries where the percentage of illiteracy is lowest, and with respect to the different sections of our own country this also holds true. The best markets for the general products of industry follow very closely the percentages of illiteracy. In earnings per capita, as well as in general wealth production, the United States and England stand first, followed by France, Belgium, Germany, and Scandinavia—all countries which rank among the first with respect to the education of their people, measured either by results or by expenditure. After them, both with respect to earnings and education, come Austria, Italy, Spain, Portugal, Russia, South America,

and India. In aggregate wealth, resulting from productive effort or in consumption of food and commodities, the same general order is maintained.

I have thus sought to show the principle upon which earning power and wealth production rest under the modern organization of labor. I have purposely avoided the discussion of systems or methods, nor do I mean to imply that there are no other educational influences than those within the schools, or that education within the schools may not be misdirected and incomplete; that it may be exclusively utilitarian and neglect the humanities, the spiritualizing and refining influences which are equally necessary.

I wish, however, to emphasize the fact, too often overlooked or not clearly seen, that the production of wealth depends directly upon the higher development of the common people by efforts that are primarily educational. It is this that is the impelling force, and not the possession of the machine or the presence of large numbers of cheap workers. Splendid material advantages, ingenious and automatic machinery, the possession of capital, and cheap labor — it is these things that are commonly relied upon as the sources of our wealth. But in reality these have in themselves no creative power. The force that calls them into operation, that makes them effective, is outside them. It is in man, and it can only be set free by education. Here, as in other problems of human concern, the road runs toward what Professor Nash calls “the goal of universal history, the individualizing of the downmost man, the making him count as one.”

THE FUNCTION OF THE WOMAN'S CLUB IN PUBLIC EDUCATION.

BY MRS. FLORENCE COLLINS PORTER.

The birth of a movement that may shake thrones sometimes has its origin in very small things. The Women's Club work, though its beginnings were weak, has in it, I believe, possibilities for immense good.

State federations followed the general federation. Maine was the first to form a state federation. New York, Massachusetts, and Rhode Island lead in number of clubs and effectiveness of work.

The first object seemed to be merely literary, but soon the altruistic idea became the dominant one. The departments which are now prominent in most clubs range from child study to philanthropy, and to the study of social and industrial problems. There are also departments relating to municipal affairs and civic questions. Many clubs have become incorporated, and have built clubhouses. This shows how the club movement is growing.

This organized force has sprung up as if by magic. The clubs should become co-workers with teachers in building up the welfare of the young. Nearly every club, however small, has an educational department, which is subdivided into various branches. Of these, the traveling libraries form a very important part. It is a special protege of the Woman's Club movement,

and it looks ultimately to the formation of public libraries in the towns to which it is sent.

Among some of the best and most practical of our work is that of schoolroom decoration. This is educational, because it places within the reach of each child the possibility of acquiring a correct taste for art. Children learn quickly to distinguish between the beautiful and the ugly in art. Maine has done exceptionally good work in this line, and the clubs of Portland have raised large sums of money for the purpose of purchasing pictures and statuary.

The vital questions of ventilation and sanitation are deeply interesting club women now. The influence of intelligent women will surely have its effects. The voice of motherhood is being heard, and is demanding recognition.

No matter what arguments are made for and against the kindergarten, there is a strong influence in favor of their support among club women. In Cambridge, in the District of Columbia, and elsewhere the clubs have organized and supported free kindergartens.

Some one has said that if there were kindergartens enough for all the children, there would be no need of a police force in the next generation. Club women need to encourage a stronger and closer connection between the lower grades and the secondary schools. The Cantabrigia Club sends one student to Radcliffe; the Heptorean sends one to Radcliffe and one to another college.

Other functions of the club women have been the

teaching of patriotic songs and the encouraging of postal savings banks.

There is need, in my opinion, of active, intelligent women on school boards, and club women are beginning to exercise their influence in favor of this. It is remarkable that so little has been done in this line. Politics should be eliminated. In no other way can there be so great a stimulus to public education. Women are at present serving in administrative positions in educational work. In Maine there are twenty-five or more school superintendents. In Colorado there are twenty-six county superintendents.

The movement of the clubs to establish vacation schools is perhaps the most important of its educational work. In Chicago statistics showed in one district that juvenile crime increased sixty per cent. in summer vacation. In another district it decreased thirty per cent. on account of a boy's club that kept them off the street. The work of the vacation schools is not a continuation of the year's school work. The value of the Woman's Club will not be realized in one year or in ten, but it must in time become a very potent factor in public education. Its possibilities for good cannot be over-estimated.

HIGHER EDUCATION AND AMERICAN LIFE.

BY PRES. NATHANIEL BUTLER.

It seems appropriate that I take as the theme of my course a Bible text, "that the man may be furnished unto every perfect work."

We do not think that God is best pleased with us necessarily if we withdraw from the world, but all things are given us to enjoy. He has given his Son that we might have life, and have it more abundantly. In order to make the most of the world, a man must make the most of himself. The man who has made the most of himself holds the key that unlocks the treasures of the world. The difference in men is not due to a difference in opportunities, but in the men themselves.

The purpose of education is to give man the full and perfect use of all his faculties,—to render them always available. The schools and colleges are for education, but the moment we pass to the professional or the technical school the object is to give instruction. A university, as we understand it in this country, is a collection of schools for advanced instruction. The university presupposes the college. Its work is narrowed to two things,—the imparting of certain knowledge and the ability to use that knowledge. If a man is to get the most out of his university training, he must bring to it a trained mind; in other words, he must be educated.

By education, then, in distinction from instruction, we make an effort to make a man alert and alive in every fibre of his being. The purpose of education is to make a possible man out of an actual man, not to give information in regard to a vast number of facts ; but, first of all, to make a man out of him.

Let a man by all means master one thing, but let him be its master, and not its slave. Education seeks the completeness of the whole man. It must consider his physical, social, moral, and mental interests. The time was when we considered merely the intellectual and spiritual interests. As we now are coming to consider the four-fold man, we are the gainers. We have come to understand that human life in the schools, as well as out, is not simple, but complex.

Athletics is becoming an important part of our school work. Sports teach alertness, vigor, fairness. I believe that the tendency in the colleges among the students voluntarily to renounce hazing is an outgrowth of the gymnasium, the athletic track, and the physical training. Athletics makes for more perfect manhood, physical, intellectual, and spiritual.

Not much need be said about our faith in the intellectual life of our students. That has never been questioned. That which I think most marks a change in our educational system is the marked attention to the spiritual or moral and religious side of students. There is no attempt to make the student subscribe to any particular creed or church, but to give the student a clear and sharpened view of his relations and duties to his fellow-

men. This is where we have heretofore been weak. If we make our students this, they are valuable citizens.

A man may work at self-perfection until he passes to self-glorification ; he may spend all his time trying to save his own soul until he grows into stinginess ; but a grand view of life is that of Lowell, to make the most of himself, not for self-enrichment, but for service. The gospel of Christ is the only means to develop this feeling for service. We have been afraid of talking cant, and have neglected the spiritual in our schools, but religion and morals are just as much a part of our lives as eating, and drinking, and sleeping. We are coming to realize it.

I do not believe that when a young man enters college he does it at the peril of his soul. I believe that when he comes to leave home, there is no place where he can go and be so spiritually safe as at one of our Christian colleges.

The business world of to-day is dominated by business men who have had the higher education and the higher training. These men and women, who are the products of the higher education, are at the heart of our great reforms and great enterprises, and it is they who are the controlling factors in American life, and are to save us from anarchy and social corruption. We all have the conviction that, in the trying days our country is now going through, we are feeling our way through gradually to what is our national duty. We have come to the front in education, literature, and social progress. If we have nothing to say in regard to the life of other countries, who, pray, has ? Our part is to set ourselves

as far as possible to see that Cuba and the Philippines have liberty and freedom and an uplift for good. Our hand should be upon these regions until they are fit for self-government, and no longer, and we should be content to leave the future to God.

ONE PHASE OF MORAL EVOLUTION.

By HENRY CHASE.

The efforts of the society, which has been in active operation since 1887, extend over the six New England states. Its office is at 28 School street, Boston. Its object is the removal, by both moral and legal means, of those agencies which corrupt the morals of youth.

By moral suasion and constant watchfulness the society has suppressed immoral books and pictures and the exhibition of the same in shop windows. It has secured in the several states a statute forbidding, under penalty of fine and imprisonment, the publication, sale, exhibition, etc., of any printed matter "containing obscene, indecent, or impure language, or manifestly tending to the corruption of the morals of youth." So successful have efforts in this direction been that last year, on a thorough search through forty-five cities and towns, in but a single instance was matter found which could be complained of under this law.

In 1887 Boston contained a lottery office, eight offices for selling pools and registering bets, twenty faro banks, and scores of policy shops. Into one of these eight offices 1,200 men, on an average, entered every day from May to October. After ten years of constant struggle, the police finally assisting, the result is that, for the past five years, there has been neither lottery office nor gambling house of any kind in the city of Boston; whereas, at the outset, 300 men gained their livelihood simply as runners and procurers.

By securing city ordinances we have been able to control theatrical entertainment to a good degree, and by an occasional prosecution we cause the morals of the stage generally, and of the vaudeville stage in particular, to be much higher than they would otherwise be.

HOW TO ENJOY PICTURES.

By MISS MABEL EMERY.

When people in later ages study the history of our own times, they will probably see that the invention of photography and the multiplication of combined processes of photography and printing mark the beginning of a new era in the growth of civilization. The newly-widening circulation of inexpensive picture reproductions seems likely to prove significant for human progress in

the same way that the invention of printing and the circulation of printed literature have been significant. To-day is the most interesting time there ever has been in which to be alive and have a hand in the world's work.

Artists who have lived and studied for years among the old-world picture galleries tell us that photographs and inexpensive little black and white prints, rightly used, often give the stay-at-home more direct, sympathetic knowledge of pictures than is gained from the originals by ordinary hurried and distracted tourists. The opportunity which even wholly untraveled teachers and children have open to them nowadays is one whose value is genuine.

The busy teacher finds her time and strength for the personal study of pictures closely limited; but it is seldom necessary to learn a multitude of facts about pictures in order to get from them the best they have to give. Pictures are their own best explanation; still, it remains true of their study, as it is true of the study of nature and of life, that wider reading helps to deeper and broader seeing. Limitations of time and strength make selective attention necessary. Knowledge of the geographical location of the Parthenon is essential to any clear idea of what the Parthenon was and of its importance as a masterpiece of ancient art; but knowledge of the particular picture gallery in which a given canvas happens to hang to-day may often be willingly crowded out for the sake of more important considerations.

(Miss Emery showed several different pictures, speaking in detail of their meaning and of the characteristic

ways in which the several artists had chosen to work, calling particular attention to their composition of lines, masses, and lights and darks.)

People who study and love pictures are sometimes jocosely accused of reading into them much which the artists never put there. But the most marvelous thing about a great work of art is this very fact that, once created by a master, it has a certain innate vitality of its own; it becomes a part of the live creation around us, and, naturally, rightly means new things to each eager, inquiring soul. Its message is not sure to be the same to all men, any more than the message of nature is the same to all men.

It is because of their riches as sources of strength, comfort, inspiration, and simple, honest, everyday happiness that pictures should have their treasures unlocked for the children. Do not be too analytic in talks about pictures with the little people. Do not show too many pictures, distracting the children's minds, and tempting them to degrade picture study to the vulgar level of "collections" of buttons and tobacco labels! But keep this new, opening possibility of work and play on the high plane of Edward Everett Hale's saying:—

"If life seems to you only a dull, monotonous grind, without any meaning and without any interest,—keep still; you might just as well.

"If you have some dismal, pessimistic theory or other about life and the world, and you think all creation is going hopelessly to the dogs,—do keep still; you'd much better!

"But, if you really think you have found some sources of genuine truth, some springs of real courage, and hope, and cheer, and inspiration, then you are bound in honor to share what you have with all the people you can possibly reach."

ART AND MANUAL TRAINING IN EDUCATION.

By J. LIBERTY TADD.

There is nothing more important in education than to teach the child to make delicate and refined movements, and I wish to speak to you of manual training as we have it in Philadelphia, where thousands of children come to the manual training rooms from the grammar grades for two hours each week. In the beginning we tried several forms of work, but we have settled down to drawing, designing, clay modeling, and wood carving, in which the pupils are taught to use both hands, and I am glad to hear that you have introduced ambidexterity into the manual training work of this city. These various forms of work are taken up by all the pupils in rotation, the drawing being done, to a great degree, from memory. We lead the children thus into creative work, not tying them down to any set forms for their work, but allowing each pupil to express his own ideas upon the blackboard.

We have come to realize that, in the teaching of children, health is of more importance than the mind, that character is of more importance than success in business. Let it be taught fully that these are the essential elements of education. We should not simply teach those things which are useful, nor those which are absolutely necessary, but we should give to every child in the schools that which will exalt his purposes in life. This idea has formed the keynote of the work in which we have been engaged for the last twenty years, and while we have felt our way for years, and have not felt disposed to present the public with our ideas so long as we felt they were in the experimental period, we now feel that the time has come when the ideas along which we have been working are ripe enough to lay before the public.

I am accustomed to say to our teachers that it is more important that the pupils be led to comprehend these elementary truths than it is that they be taught reading, writing, and arithmetic. It is more important for a number of reasons. Take drawing, for example. You can make use of it to impress on the organism accuracy of perception, meaning, and facility of expression. In Philadelphia these ideas are carried out in the public schools, the Catholic schools, and others in which I am in charge of the manual training work. In the Catholic schools of Philadelphia alone there are 40,000 children, while in the city there are 170,000 children, and of these from four to five per cent. have the advantages of manual training. It is in the church schools that we meet with

the best results in this line of work, for it is there that we get the worst class of boys, those picked up on the streets, newsboys, and others of their kind. I have in mind at present one of this class of boys who is now drawing a salary of \$2,000 per year as a result of the manual training he received at our schools.

Sometimes boys prefer the streets to schools, but it is not so with those who have the advantage of the manual training schools of Philadelphia. In one of our schools which has been running for eleven years there is never a vacant seat, and sometimes we have to turn away from twenty to thirty boys for lack of accommodations.

This was not always the case with boys under the old forms of training, which required submission to set forms. With us we develop the hand, the mind, and the eye. The pupil begins to use his hands with conscious effort, but the time comes with practice when his hands act automatically in response to the mental activity. It is just the same as with a child learning to talk. Most of us will remember that a child first takes up some single sound, and, by repeating it with effort, comes to make the sound without thought, and finally he has learned to make many sounds, and then he connects the ideas represented into sentences, at first with effort, but finally he expresses his ideas automatically. It is the same with the child learning to write, beginning first with the construction of the letters with effort, and continuing in his education until he can finally construct sentences without a thought of the form of the letters. Music is the same, for no one can produce music until he has learned to strike the keys

automatically. All the thought in the world would not enable any person to play the violin without constant practice until he came to play automatically.

All teachers admit that certain things underlie a good education, and of these, facility in the use of the hand is the most important. One must have that power to gain rectitude or uprightness, balance, fitness. How do we get this facility in the use of the hand? It is through the hand that we store up energy in the brain so that it can be discharged in the future. It is the sum and substance of education to get right action of the body and the mind. Every form we make on the board we make pointing in all directions, and with both hands, that the mind and the body can grow in all directions, and the pupils in the schools never have but five minutes' drill in this work per week, yet they get that perfect dexterity of which they will make constant practice in any of the 240 trades.

Many artists ridicule this method of training, but this is not done for the sake of art, but to strengthen the mind, and while we do not teach in this manner for trade purposes, it is of great benefit throughout life to any of the pupils who subsequently follow some trade. We never expect accuracy of a child. That is absurd. Even adults do not do accurate work. There are but degrees of merit, and each effort leads to improvement. The Greek artists worked in this way. The characters found upon their works of art show sufficient unevenness to prove that their work was governed by the eye, and not by measures. In teaching the child, first get facility,

then accuracy. No artist living can make these characters on the blackboard accurately, but I know that every time I try to make them I get the benefit of the effort. When we use one hand we use but one-half of the brain, and the more use we make of both hands the better our brains.

I have talked with a number of the best physicians and psychologists on this subject, and they all agree with this idea. One of the leading physicians of the country said to me that, if the practice of using both hands were to become general through the country, we should be freed from a very large part of the nervous troubles which afflict Americans. In a large number of the kindergarten schools of the country I have seen little children engaged in such work as sticking pins in pieces of paper, work that is the severest possible strain on the nervous organisms. These practices are introduced too soon, coming before the child has gained facility in the use of its hands. We must not make the child use its hands in any work until the appropriate bones are there. I have seen children in the kindergarten schools engaged in such work when I knew that they were injuring their bodies, dwarfing their intellects, and shortening their lives by the work.

JUBBERLEY LIBRARY

To avoid fine, this book should be returned on
or before the date last stamped below

10H—6-40

BASE

$$\begin{array}{r} 370,6 \\ + 512 \\ \hline 1889 \end{array}$$

SCHOOL OF EDUCATION

